



Grade 3 Visual Arts Scope and Sequence

Unit Theme	Unit Focus	Concepts	Focus Standards	Assessment/Connections
1 Introduction	This 3-week unit focuses on creating a positive learning environment by establishing classroom routines and procedures, building teacher-student rapport as students explore/manipulate materials through identity-based mini projects.	<ul style="list-style-type: none">• Norms, Rituals, Routines• Material Exploration• Identity	3.1.1 Explore the significance and purposes of art. 3.2.1 Maintain the workspace, materials, and tools responsibly and safely. 3.1.8 Compare and contrast two works of art made by the use of different art tools and media. 3.1.10 Name criteria of quality design.	Teacher-Created Written Assessment
2 Line and Shape	In this 3-week mini unit, students will continue to explore lines and shapes and how artists use these elements to create mood and make their artwork more interesting.	<ul style="list-style-type: none">• Lines and What They Express• Line Variation• Shapes• Complex Geometric Shapes• Shapes in Architecture• Shapes All Around Us	3.1.7 Identify and describe a contour drawing of an object found in the environment. 3.2.2 Create a contour drawing of shapes and forms that demonstrate the progression to real objects. 3.2.1 Maintain the workspace, materials, and tools responsibly and safely. 3.1.3 Identify the elements of art in students' own work. 3.4.1 Respond to works of art and design using the critique process of determining: 1) What the artwork looks like 2) How it is made 3) How the parts of the artwork are arranged 4) How the work affects feelings, mood, expresses ideas, or themes 5) Is it successful?	Written/Verbal Critique of Various Works of Art Piet Mondrian, <i>Broadway Boogie Woogie</i>-Example Wassily Kandinsky-Example
3 Color	This unit will further explore color theory concepts and how these colors create certain feelings or emotions in works of art.	<ul style="list-style-type: none">• Looking at Color• Intermediate Colors• Color Wheel• Cool Colors• Warm Colors• Color Contrast	3.1.4 Describe how artists use tints and shades in painting. 3.2.3 Mix and apply tempera paints to create tints, shades, and neutral colors. 3.2.1 Maintain the workspace, materials, and tools responsibly and safely. 3.1.3 Identify the elements of art in students' own work. 3.4.1 Respond to works of art and design using the critique process of determining: 1) What the artwork looks like 2) How it is made 3) How the parts of the artwork are arranged 4) How the work affects feelings, mood, expresses ideas, or themes 5) Is it successful?	Teacher-Created Written Assessment Pablo Picasso-Example Diego Rivera-Example

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4 Space and Form	In this unit, students will take and in-depth look at the illusion of depth in a two-dimensional, or flat, work of art (paintings, drawings, prints). Students will also explore form through sculptures and wearable art.	<ul style="list-style-type: none"> Positive and Negative Space Depth Overlapping Form Relief Sculpture 3-D Art to Wear 	3.1.5 Describe how the illusions of 3D objects are depicted in 2D works of art. 3.1.6 Identify and describe how foreground, middle ground, and background are used to create the illusion of space. 3.2.1 Maintain the workspace, materials, and tools responsibly and safely. 3.1.3 Identify the elements of art in students' own work. 3.4.1 Respond to works of art and design using the critique process of determining: 1) What the artwork looks like 2) How it is made 3) How the parts of the artwork are arranged 4) How the work affects feelings, mood, expresses ideas, or themes 5) Is it successful?	Op Art Project
5 Balance and Emphasis	This unit will investigate the principles of balance and emphasis.	<ul style="list-style-type: none"> Formal Balance Formal Balance in Masks Symmetry Approximate Symmetry Emphasis Emphasis Through Contrast in Shapes 	3.2.1 Maintain the workspace, materials, and tools responsibly and safely. 3.4.1 Respond to works of art and design using the critique process of determining: 1) What the artwork looks like 2) How it is made 3) How the parts of the artwork are arranged 4) How the work affects feelings, mood, expresses ideas, or themes 5) Is it successful?	Written/Verbal Critique of Various Works of Art Alexander Calder-Example
6 Texture and Rhythm	In this unit, students take gain a deeper understanding of the various types of texture and rhythm.	<ul style="list-style-type: none"> Texture Tactile Texture Visual Texture Random Rhythm Regular Rhythm Alternating Rhythm 	3.2.1 Maintain the workspace, materials, and tools responsibly and safely. 3.2.10 Use a printing process to create an original work of art emphasizing rhythm and movement. 3.1.9 Perceive and describe rhythm and movement in works of art, in nature and the environment. 3.4.1 Respond to works of art and design using the critique process of determining: 1) What the artwork looks like 2) How it is made 3) How the parts of the artwork are arranged 4) How the work affects feelings, mood, expresses ideas, or themes 5) Is it successful?	Printmaking Project Audrey Flack-Example

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7 Harmony, Variety, and Unity	This unit will build on prior knowledge of the principles of harmony, variety, and unity.	<ul style="list-style-type: none">• Harmony• Variety• Harmony and Variety• Unity• Unity, Repetition, and Grouping• Unity in Handmade Books	3.2.1 Maintain the workspace, materials, and tools responsibly and safely. 3.4.1 Respond to works of art and design using the critique process of determining: 1) What the artwork looks like 2) How it is made 3) How the parts of the artwork are arranged 4) How the work affects feelings, mood, expresses ideas, or themes 5) Is it successful?	Written/Verbal Critique of Various Works of Art Teacher-Created Written Assessment

Grade 4 Visual Arts Scope and Sequence

Unit Theme	Unit Focus	Concepts	Focus Standards	Assessment/Connections
1 Introduction	This 3-week unit focuses on creating a positive learning environment by establishing classroom routines and procedures, building teacher-student rapport as students explore/manipulate materials through identity-based mini projects.	<ul style="list-style-type: none"> • Norms, Rituals, Routines • Material Exploration • Identity 	<p>4.1.1 Explore the significance and purposes of art.</p> <p>4.2.1 Maintain the workspace, materials, and tools responsibly and safely.</p> <p>4.1.8 Identify criteria of quality design.</p> <p>4.4.1 Analyze works of art and design using a critique process: 1) Description of elements 2) How it was made 3) How the parts of the artwork are arranged as a whole 4) How the work affects feelings or mood, and presents ideas or themes 5) How the artwork is related to events in the artist's life themes 6) How it may relate to events or social trends of the period.</p> <p>4.4.2 Discuss how the subject and selection of media relate to the meaning or purpose of a work of art.</p>	<p>Teacher-Created Written Assessment</p> <p>Written/Verbal Critique of Various Works of Art</p>
2 Line	In this 3-week unit, students will review different types of lines, and learn how to use lines in observational drawings.	<ul style="list-style-type: none"> • Lines in Art • Gesture Drawing • Observation Drawing • Contour Lines • Thick and Thin Contour Lines • Flowing Lines 	<p>4.1.2 Identify various types of lines (straight/curved, thick/thin, long/short, vertical/horizontal/diagonal, contour, ruled lines, calligraphy, and other freehand studies from observation, imagination, and schematic studies).</p> <p>4.1.9 Identify and describe a gesture drawing found in a work of art.</p> <p>4.2.2 Create a contour drawing of objects showing convexity.</p> <p>4.2.1 Maintain the workspace, materials, and tools responsibly and safely.</p>	<p>Teacher-Created Written Assessment</p> <p>Piet Mondrian-Example Wassily Kandinsky-Example</p>
3 Shape, Rhythm, and Movement	This unit builds on students' prior knowledge of shape, rhythm, and movement. Students will develop an understanding that these art elements add variety and interest to an artwork.	<ul style="list-style-type: none"> • Geometric Shapes in Art • Free-Form Shapes • Visual Rhythm • Flowing Rhythm • Rhythm and Movement • Visual Movement 	<p>4.1.4 Identify, name and describe negative shapes and forms and positive shapes and forms seen in a selected work of art.</p> <p>4.4.1 Analyze works of art and design using a critique process: 1) Description of elements 2) How it was made 3) How the parts of the artwork are arranged as a whole 4) How the work affects feelings or mood, and presents ideas or themes 5) How the artwork is related to events in the artist's life themes 6) How it may relate to events or social trends of the period.</p>	<p>Teacher-Created Written Assessment</p> <p>Joan Miro-Example</p>

Grade 4 Visual Arts Scope and Sequence

Unit Theme	Unit Focus	Concepts	Focus Standards	Assessment/Connections
4 Color	In this unit, students will further investigate color theory concepts and the affects colors have on the mood or feeling of a work of art.	<ul style="list-style-type: none"> • The Color Wheel • Neutral Colors • Complementary Colors • Low-Intensity Colors • Tints and Shades of Complementary Colors • Color Moods 	<p>4.1.6 Identify pairs of complementary colors (yellow/violet, red/green, blue/orange) and discuss how artists use them to communicate and idea or mood.</p> <p>4.2.10 Use complementary colors in an original composition to show contrast (light and dark) and emphasis.</p>	<p>Teacher-Created Written Assessment</p> <p>Pablo Picasso-Example</p>
5 Form	This unit examines types of forms, why sculptors create forms, and the different types of sculptures that are made.	<ul style="list-style-type: none"> • Forms • Additive Sculpture • Subtractive Sculpture • Forms in Masks • Functional Forms • Assembled Forms 	<p>4.1.4 Identify, name and describe negative shapes and forms and positive shapes and forms seen in a selected work of art.</p> <p>4.2.9 Use additive and subtractive processes in making sculptural forms.</p> <p>4.4.1 Analyze works of art and design using a critique process: 1) Description of elements 2) How it was made 3) How the parts of the artwork are arranged as a whole 4) How the work affects feelings or mood, and presents ideas or themes 5) How the artwork is related to events in the artist's life themes 6) How it may relate to events or social trends of the period.</p>	<p>Sculpture Project</p> <p>Henry Moore-Example</p>
6 Space and Texture	In this unit, students will learn techniques that artists use to create space and texture in works of art.	<ul style="list-style-type: none"> • Perspective • Environmental Perspective • Perspective Murals • Point of View • Tactile Texture • Visual Texture 	<p>4.2.7 Use the interaction between positive space and negative space in works of art.</p> <p>4.1.5 Differentiate between visual and actual textures using objects in nature, the environment and works of art.</p>	<p>Teacher-Created Written Assessment</p> <p>Grant Wood Vincent van Gogh Diego Rivera</p>
7 Balance, Harmony, Variety, Emphasis, and Unity	This unit engages students' prior knowledge about the principles of art: balance, harmony, variety, emphasis, and unity.	<ul style="list-style-type: none"> • Formal Balance • Informal Balance • Radial Balance • Harmony • Variety and Emphasis • Unity 	<p>4.5.2 Identify through research twentieth-century artists who have used symmetry in their work and then create a work of art, using bilateral or radial symmetry.</p> <p>4.1.7 Perceive and describe contrast and emphasis in works of art, nature and in the environment.</p> <p>4.4.1 Analyze works of art and design using a critique process: 1) Description of elements 2) How it was made 3) How the parts of the artwork are arranged as a whole 4) How the work affects feelings or mood, and presents ideas or themes 5) How the artwork is related to events in the artist's life themes 6) How it may relate to events or social trends of the period.</p>	<p>Written/Verbal Critique of Various Works of Art</p> <p>Teacher-Created Written Assessment</p>

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1 Introduction	This 3-week unit focuses on creating a positive learning environment by establishing classroom routines and procedures, building teacher-student rapport as students explore/manipulate materials through identity-based mini projects.	<ul style="list-style-type: none"> • Norms, Rituals, Routines • Material Exploration • Identity 	5.1.1 Explore the significance and purposes of art. 5.2.1 Maintain the workspace, materials, and tools responsibly and safely. 5.1.9 Identify criteria of quality design. 5.4.1 Make judgments about works of art and design using a context and critique process involving elements of background history: 1) Description 2) Technical Qualities 3) Composition 4) Meaning, Theme, or Message 5) Perspective on Interpretation of Subject Content 6) Expressive Qualities 7) Relationship to Period or Society of Origin 8) Significance	Teacher-Created Written Assessment Written/Verbal Critique of Various Works of Art
2 Value, Line, and Shape	In this 3-week unit, students will take a more in-depth look at how value relates to lines and shapes.	<ul style="list-style-type: none"> • Lines • Geometric and Free-Form Shapes • Value in Shading • Value in Lines • Value • Value Contrast 	5.1.10 Identify and describe the differences between contour and gesture drawing. 5.2.2 Create gesture and contour observational drawings demonstrating horizontal axis, vertical axis and diagonal axis. 5.1.3 Analyze and describe why and how value and contrast are used by artists to create shading as they appear in nature, the environment and works of art. 5.2.6 Create an expressive abstract composition based on real objects using line characteristics (straight/curved, thick/thin, zigzag). 5.2.1 Maintain the workspace, materials, and tools responsibly and safely.	Observational Drawings Joan Miro-Example M.C. Escher-Example Elizabeth Catlett-Example Edward Hopper-Example Observational Drawings-Example
3 Color, Rhythm, and Movement	Students will review the color spectrum and how to recognize and create various color schemes. Students will also learn how these color schemes help artists to create visual rhythm and movement in their works of art.	<ul style="list-style-type: none"> • Monochromatic Colors • Analogous Colors • Complementary Colors • Warm and Cool Colors • Visual Rhythm and Movement • Color and Visual Rhythm 	5.2.1 Maintain the workspace, materials, and tools responsibly and safely. 5.4.1 Make judgments about works of art and design using a context and critique process involving elements of background history: 1) Description 2) Technical Qualities 3) Composition 4) Meaning, Theme, or Message 5) Perspective on Interpretation of Subject Content 6) Expressive Qualities 7) Relationship to Period or Society of Origin 8) Significance.	Teacher-Created Written Assessment Claude Monet-Example Jasper Johns-Example Georgia O' Keeffe-Example Vincent van Gogh-Example

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4 Space, Form, and Texture	In this unit, students will investigate how artists use space, form and texture in both two- and three-dimensional works of art.	<ul style="list-style-type: none"> • Positive and Negative Space • Positive and Negative Space Reversal • Tessellations • Texture • Architectural Form and Texture • Architectural Shape and Visual Texture • Form and Tactile Texture 	5.1.4 Identify and describe how foreground, middle ground, background, and overlapping are used to create the illusion of space. 5.2.7 Draw a landscape showing foreground, middle ground and background using overlapping to demonstrate perspective in a real or imaginary scene. 5.2.1 Maintain the workspace, materials, and tools responsibly and safely.	Landscape Project Jasper Johns-Example M.C. Escher-Example Frank Lloyd Wright-Example
5 Proportion and Distortion	In this unit, students will focus on proportion and distortion as it relates to the figure.	<ul style="list-style-type: none"> • Proportion • Scale • Facial Proportions • Exaggeration • Distortion • Scale and Proportion 	5.1.7 Distinguish and describe the concept of proportion (in face, figure) and scale used in works of art. 5.2.4 Draw a figure study using the conventions of facial and figure proportions. 5.2.1 Maintain the workspace, materials, and tools responsibly and safely.	Figure Studies Frida Kahlo-Example William H. Johnson--Example Raphael-Example Fernando Botero-Example
6 Balance, Perspective, and Point of View	This unit focuses on the three types of balance as well as perspective and point of view.	<ul style="list-style-type: none"> • Formal Balance • Informal Balance • Radial Balance • Perspective Techniques • Linear Perspective • Point of View and Direct Observation 	5.1.5 Identify and describe works of art using one-point perspective. 5.2.3 Use one-point perspective to create the illusion of space (hallway, road, etc.). 5.5.2 Use linear perspective to depict geometric shapes in space. 5.2.1 Maintain the workspace, materials, and tools responsibly and safely.	Perspective Project Leonardo da Vinci, The Last Supper-Example Edward Hopper-Example Perspective Project-Example

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7 Emphasis, Variety, Harmony, and Unity	This unit engages students' prior knowledge about the principles of art: emphasis, variety, harmony, and unity.	<ul style="list-style-type: none">• Emphasis Through Contrast• Emphasis as a Focal Point• Variety• Harmony• Environmental Unity• Unity	5.1.6 Identify, name, and describe the principles of design in visual compositions, emphasizing unity and harmony. 5.2.8 Use the principles of unity and harmony to create an assemblage (a found object sculpture) or a mixed media two-dimensional composition that communicates a universal theme. 5.4.2 Analyze how works of art are organized by determining how the principles of design are used and how they affect personal responses and evaluation.	Teacher-Created Written Assessment Assemblage Project